CONTENTS OF VOLUME 63

ADAMS, RUSSELL L. See STEDMAN, JAMES M.
ALEXANDER, THERON. See BUSSE, THOMAS V.
ANDERSON, GARY J. See WALBERG, HERBERT J.
ANDERSON, RICHARD C. See KULHAVY, RAYMOND W.
ANDERSON, RICHARD C. See MYROW, DAVID L.
ANDERSON, RICHARD C., AND KULHAVY, RAYMOND W. Imagery and Prose Learning 242
ANDERSON, RICHARD C., KULHAVY, RAYMOND W., AND ANDRE, THOMAS. Conditions under which Feedback Facilitates Learning from Programmed Lessons.. 186
ANDRE, THOMAS. See ANDERSON, RICHARD C.
ARCHER, CYNTHIA STARK. See NELSON, DOUGLAS L.
ATKINSON, R. C. See FLETCHER, J. D.
BARTON, K., DIELMAN, T. E., AND CATTELL, R. B. Personality and IQ Measures as Predictors of School Achievement 398
BORG, WALTER R. The Minicourse as a Vehicle for Changing Teacher Behavior: A Three-Year Follow-Up 580
BOSWELL, JOHN J. See MARWIT, SAMUEL J.
BROPHY, JERE E. See GOOD, THOMAS L.
BROWN, LARRY, T. A Behavioral Index of the Exploratory Value of Prose Materials.. 437
BROWN, ROBERT. See STRATTON, R, PAUL.
BRYSH, CYNTHIA G. See CARROLL, WAYNE R.
BUSSE, THOMAS V., REE MALCOLM, GUTRIDE, MARILYN, ALEXANDER, THERON, AND POWELL, LAFAYETTE S. Environmentally Enriched Classrooms and the Cognitive and Perceptual Development of Negro Preschool Children 15
CAMPBELL, DONALD T. See CRANO, WILLIAM D.
CARROLL, WAYNE R. See ROSENTHAL, TED L.
CARROLL, WAYNE R., ROSENTHAL, TED L., AND BRYSH, CYNTHIA G. Social Transmission of Grammatical Parameters 589
CENTRA, JOHN A. Comparison of Three Methods of Assessing College Environments 56
CHERLIN, DENNIS L. See SCHWEBEL, ANDREW I.
CHEYNE, J. A. Direct and Vicarious Reinforcement: A Note of Punishment and Negative Instances 63
CHICKERING, ARTHUR W. Undergraduate Academic Experience 134
CLAIR, THEODORE N. See DUFFY, OWEN B., IV.
COBB, JOSEPH A. Relationship of Discrete Classroom Behavior to Fourth-Grade Academic Achievement 74
CORSINI, DAVID A. Kindergarten Children's Use of Spatial-Positional, Verbal, and Nonverbal Cues from Memory 353
CRANO, WILLIAM D., KENNY, DAVID A., AND CAMPBELL, DONALD T. Does Intelligence Cause Achievement?: A Cross-Lagged Panel Analysis 258
CROUSE, JAMES H., AND IDSTEIN, PETER. Effects of Encoding Cues on Prose Learning 309
DAS, J. P. See ORN, D. E.
DAVISON, DEWITT C. Preceived Reward Value of Teacher Reinforcement and Attitude Toward Teachers: An Application of Newcomb's Balance Theory 418
DENNIS, CATHY C. See JONES, J. CHARLES.
DIELMAN, T. E. See BARTON, K.
DINELLO, MARIO. See DUFFY, OWEN B., IV.
DI VESTA, FRANCIS J. See SANDERS, NICHOLAS M.
DI VESTA, FRANCIS J. See SCHULTZ, CHARLES B.
DI VESTA, FRANCIS J., AND GRAY, G. SUSAN. Listening and Note Taking 8
DOWNING, JOHN. See OLIVER, PETER R.

DUFFY, OWEN B., IV, CLAIR, THEODORE N., EGELAND, BYRON, AND DINELLO, MARIO. Relationship of Intelligence, Visual-Motor Skills, and Psycholinguistic Abilities with Achievement in the Third, Fourth, and Fifth Grades: A Follow-Up Study 358
EGELAND, BYRON. See DUFFY, OWEN B., IV.
EDWARDS, KEITH J., AND TUCKMAN, BRUCE W. Effect of Differential College Experiences in Developing the Student's Self- and Occupational Concepts 563
FELDMAN, DAVID H., JOHNSON, LEE ELLEN, AND MAST, TERRILL A. Correlation of Paired-Associate Performance with School Achievement as a Function of Task Abstractness 423
FLETCHER, J. D., AND ATKINSON, R. C. Evaluation of the Stanford CAI Program in Initial Reading 597
FLOOK, ALFRED J. M., AND ROBINSON, P. JEANNIE. Academic Performance with and without Knowledge of Scores on Tests of Intelligence, Aptitude, and Personality: A Further Study 123
FREUND, JOEL S. See UNDERWOOD, BENTON J.
FREUND, JOEL S., AND JOHNSON, JUDY W. Changs in Memory Attribute Dominance as a Function of Age 386
FRIEDMAN, MORTON P., AND GREITZER, FRANK L. Organization and Study Time in Learning from Reading 609
FRY, JOHN P. Interactive Relationship between Inquisitiveness and Student Control of Instruction 459
GAY, LORRAINE R. Use of a Retention Index for Mathematics Instruction 466
GERST, MARVIN S., AND MOOS, RUDOLF H. Social Ecology of University Student Residences 513
GESHURI, YOSSEF. Observational Learning: Effects of Observed Reward and Response Patterns 374
GLICK, OREN. Some Social-Emotional Consequences of Early Inadequate Acquisition of Reading Skills 253
GOLDMAN, ROY D. Effects of a Logical versus a Mnemonic Learning Strategy on Performance in Two Undergraduate Psychology Classes 347
GOOD, THOMAS L., AND BROPHY, JERE E. Behavioral Expression of Teacher Attitudes 617
GORDON, ALICE M. See HOROWITZ, LEONARD.
GRAY, G. SUSAN. See DI VESTA, FRANCIS J.
GRAY, G. SUSAN. See SANDERS, NICHOLAS, M.
GREENO, JAMES G. See MAYER, RICHARD E.
GREITZER, FRANK L. See FRIEDMAN, MORTON P.
GROTELUESCHEN, ARDEN. See MCGAW, BARRY.
GUTRIDE, MARILYN. See BUSSE, THOMAS V.
HAMMER, BERNARD. Grade Expectations, Differential Teacher Comments, and Student Performance 454
HARDY, MADELINE, SMYTHE, P. C., STENNETT, R. G., AND WILSON, R. H. Developmental Patterns in Elemental Reading Skills, Phoneme-Grapheme and Grapheme-Phoneme Correspondences 433
HERRENKOHL, ROY C. Factor-Analytic and Criterion Study of Achievement Orientation 314
HOLDEN, MARJORIE H., AND MACGINITIE, WALTER H. Children's Conceptions of Word Boundaries in Speech and Print 551
HOLMES, DAVID S. Effects of Grades and Disconfirmed Grade Expectations on Students' Evaluations of Their Instructor 130
HOROWITZ, LEONARD, AND GORDON, ALICE M. Associative Symmetry and Second-Language Learning 287
IDSTEIN, PETER. See CROUSE, JAMES H.
JONES, J. CHARLES, SHALLCRASS, JACK, AND DENNIS, CATHY C. Coeducation and Adolescent Values 334
JENSEN, LARRY C., AND YOUNG, JON I. Effect of Televised Simulated Instruction on Subsequent Teaching 368
JOHNSON, JUDY W. See FREUND, JOEL S.
JOHNSON, LEE ELLEN. See FELDMAN, DAVID H.

KAPLAN, R. See ROTHKOPF, E. Z.
KAPLAN, SANDRA A. See LEVIN, JOEL R.
KASSINOVE, HOWARD. Effects of Meaningful Auditory Stimulation of Children's Scholastic Performance 526
KATZ, LEONARD, AND WICKLUND, DAVID A. Letter Scanning Rate for Good and Poor Readers in Grades Two and Six 363
KENNY, DAVID A. See CRANO, WILLIAM D.
KORAN, JOHN J., JR., KORAN, MARY LOU, AND MCDONALD, FREDERICK J. Effects of Different Sources of Positive and Negative Information on Observational Learning of a Teaching Skill 405
KORAN, MARY LOU. See KORAN, JOHN J., JR.
KULHAVY, RAYMOND W. See ANDERSON, RICHARD C.
KULHAVY, RAYMOND W., AND ANDERSON, RICHARD C. Delay-Retention Effect with Multiple-Choice Tests 505
KULHAVY, RAYMOND W., AND PARSON, JOSEPH A. Learning-Criterion Error Preservation in Text Materials 81
LAUGHLIN, PATRICK R. Selection versus Reception Concept-Attainment Paradigms for Individuals and Cooperative Pairs 116
LEVIN, JOEL R., AND KAPLAN, SANDRA A. Imaginal Facilitation of Paired-Associate Learning: A Limited Generalization 429
LOFTUS, ELIZABETH F., AND SUPPES, PATRICK. Structural Variables that Determined Problem-Solving Difficulty in Computer-Assisted Instruction 531
MALLORY, WILLIAM A. Abilities and Developmental Changes in Elaborative Strategies in Paired-Associate Learning of Young Children 202
MARJORIBANKS, KEVIN. Environment, Social Class, and Mental Abilities 103
MARWIT, KAREN L. See MARWIT, SAMUEL J.
MARWIT, SAMUEL J., MARWIT, KAREN L., AND BOSWELL, JOHN J. Negro Children's Use of Nonstandard Grammar 218
MAST, TERRILL A. See FELDMAN, DAVID H.
MAW, ETHEL W. See MAW, WALLACE H.
MAW, WALLACE H., AND MAW, ETHEL W. Differences between High- and Low-Curiosity Fifth-Grade Children in Their Recognition of Verbal Absurdities .. 558
MAYER, RICHARD E., AND GREENO, JAMES G. Structural Differences between Learning Outcomes Produced by Different Instructional Methods 165
MCCANDLESS, BOYD R. See RICHARDS, HERBERT C.
MCCANDLESS, BOYD R., ROBERTS, ALBERT, AND STARNES, THOMAS. Teachers' Marks, Achievement Test Scores, and Aptitude Relations with Respect to Social Class, Race, and Sex 153
MCDONALD, FREDERICK J. See KORAN, JOHN J., JR.
MCGAW, BARRY, AND GROTELUESCHEN, ARDEN. Direction of the Effect of Questions in Prose Material 580
MCKILLIP, JACK. See ZECHMEISTER, EUGENE B.
MCKINNEY, JAMES D. Developmental Study of the Acquisition and Utilization of Conceptual Strategies 22
MERRILL, M. DAVID. See TENNYSON, ROBERT D.
MOOS, RUDOLF H. See GERST, MARVIN S.
MYROW, DAVID L., AND ANDERSON, RICHARD C. Retroactive Inhibition of Prose as a Function of the Type of Test 303
MACGINITIE, WALTER H. See HOLDEN, MARJORIE H.
NELSON, DOUGLAS L., AND ARCHER, CYNTHIA STARK. The First Letter Mnemonic .. 482
NELSON, JACQUELYN M. See OLIVER, PETER R.
OLIVER, PETER R., NELSON, JACQUELYN M., AND DOWNING, JOHN. Differentiation of Grapheme-Phoneme Units as a Function of Orthography 487
O'NEIL, HAROLD F., JR. Effects of Stress on State Anxiety and Performance in Computer-Assisted Learning 473
ORN, D. E., AND DAS, J. P. IQ, Socioeconomic Status, and Short-Term Memory .. 327
PALMER, MICHAEL B. Effects of Categorization, Degree of Bilingualism, and Language upon Recall of Select Monolinguals and Bilinguals 160
PETERS, DONALD L. Effects of Note Taking and Rate of Presentation on Short-Term Objective Test Performance 276

PARSONS, JOSEPH A. See KULHAVY, RAYMOND W.
PATTERSON, MILES. See UNDERWOOD, BENTON J.
PISHKIN, VLADIMIR. Concept Identification with Mnemonic Cues as a Function of Children's Sex and Age 93
POWELL, LAFAYETTE S. See BUSSE, THOMAS V.
PRYZWANSKY, WALTER B. Effects of Perceptual-Motor Training and Manuscript Writing on Reading Readiness Skills in Kindergarten 110
RAFFINI, JAMES, AND ROSEMIER, ROBERT A. Effect of Resultant Achievement Motivation on Postexam Error-Correcting Performance 281
REE, MALCOLM. See BUSSE, THOMAS V.
RICHARDS, HERBERT C., AND MCCANDLESS, BOYD R. Socialization Dimensions among Five-Year-Old Slum Children 44
ROBERTS, ALBERT. See MCCANDLESS, BOYD R.
ROBINSON, P. JEANNIE. See FLOOK, ALFRED J. M.
ROSEMIER, ROBERT A. See RAFFINI, JAMES.
ROSENFELD, GEORGE WALKER. Some Effects of Reinforcement on Achievement and Behavior in a Regular Classroom 189
ROSENTHAL, TED L. See CARROLL, WAYNE R.
ROSENTHAL, TED L., AND CARROLL, WAYNE R. Factors in Vicarious Modification of Complex Grammatical Parameters 174
ROSENTHAL, TED L., AND ZIMMERMAN, BARRY J. Instructional Specificity and Outcome Expectation in Observationally Induced Question Formulation 500
ROSS, DOROTHEA M., AND ROSS, SHEILA A. Resistance by Preschool Boys to Sex-Inappropriate Behavior 342
ROSS, SHEILA A. See ROSS, DOROTHEA M.
ROTHKOPF, ERNST. Variable Adjunct Question Schedules, Interpersonal Interaction, and Incidental Learning from Written Material 87
ROTHKOPF, E. Z., AND KAPLAN, R. Exploration of the Effect of Density and Specificity of Instructional Objectives on Learning from Text 295
SANDERS, NICHOLAS M., DI VESTA, FRANCIS J., AND GRAY, G. SUSAN. Effects of Concept Instance Sequence as a Function of Stage of Learning and Learner Strategy 235
SCANDURA, JOSEPH M. What is a Rule? 179
SCHULTZ, CHARLES B., AND DI VESTA, FRANCIS J. Effects of Expert Endorsement of Beliefs on Problem-Solving Behavior of High and Low Dogmatics 194
SCHULTZ, CHARLES B., AND DI VESTA, FRANCIS J. Effects of Passage Organization and Note Taking on the Selection of Clustering Strategies and on Recall of Textual Materials 244
SCHWEBEL, ANDREW I., AND CHERLIN, DENNIS L. Physical and Social Distancing in Teacher–Pupil Relationships 543
SHALLCRASS, JACK. See JONES, J. CHARLES.
SHAVELSON, R. J. Some Aspects of the Correspondence between Content Structure and Cognitive Structure in Physics Instruction 225
SILVERMAN, IRWIN WILLIAM, AND STONE, JUDITH M. Modifying Cognitive Functioning through Participation in a Problem-Solving Group 603
SMYTHE, P. C. See HARDY, MADELINE.
SNYDER, C. R. Effects of Comparison Level Feedback on Classroom-Related Verbal Learning Performance 493
STARNES, THOMAS. See MCCANDLESS, BOYD R.
STEDMAN, JAMES M., AND ADAMS, RUSSELL L. Achievement as a Function of language, Competence, Behavior Adjustment, and Sex in Young, Disadvantaged Mexican–American Children 411
STENNETT, R. G. See HARDY, MADELINE.
STONE, JUDITH M. See SILVERMAN, IRWIN WILLIAM.
STRATTON, R. PAUL, AND BROWN, ROBERT. Improving Creative Thinking by Training in the Production and/or Judgment of Solutions 390
STURGES, PERSIS. Effect of Instructions and Form of Informative Feedback on Retention of Meaningful Material 99
STURGES, PERSIS T. Information Delay and Retention: Effect of Information in Feedback and Tests 32

SUPPES, PATRICK. See LOFTUS, ELIZABETH F.
TENNYSON, ROBERT D., WOOLEY, F. ROSS, AND MERRILL, M. DAVID. Exemplar and Nonexemplar Variables which Produce Correct Concept Classification Behavior and Specified Classification Errors 144
TUCKMAN, BRUCE W. See EDWARDS, KEITH J.
UNDERWOOD, BENTON J., PATTERSON, MILES, AND FREUND, JOEL S. Recognition and Number of Incorrect Alternatives Presented during Learning 1
WALBERG, HERBERT J. Social Environment and Individual Learning: A Test of the Bloom Model 69
WALBERG, HERBERT J., AND ANDERSON, GARY J. Properties of the Achieving Urban Class 381
WICKLUND, DAVID A. See KATZ, LEONARD.
WILSON, R. H. See HARDY, MADELINE.
WOOLLEY, F. ROSS. See TENNYSON, ROBERT D.
YOUNG, JON I. See JENSEN, LARRY C.
ZECHMEISTER, EUGENE B., AND MCKILLIP, JACK. Recall of Place on the Page 446